

KDVI Group and Team Coaching Practicum

Detailed Agenda – Supervisors GCP Module I

OVERVIEW TRACKING HOURS SUPERVISORS

Module 1

Supervisors: 7.5 hrs + 1.5 hr intro

Day 1

8:30 – 11:00 Els / Supervisors 8.30-10 AM to introduce themselves

Day 2

8:30 – 8:45 Els (30 min)

8:30 – 16:00 Supervisors

Module 3

Supervisors: 18 hrs

Day 1 to 4

8:30 – 13:00 Supervisors

Module 4

Supervisors: 6 hrs

Day 1

8:30 – 10:30 Els

10:30 – 12:00 Els & Supervisors

13:00 – 16:00 Els

Day 2

8:30 – 11:00 Els

11:00 – 16:00 Els & Supervisors

15:30 – 16:00 Els

Module 5

Supervisors: 2 hrs 45 min

8:30 – 16:00 Els: 7.5 hrs / 13:15 – 16:00 Supervisors: 2 hrs + 45 min / 10:35 – 12:15 Manfred: 2 hrs

In between Modules:

- Between Module 1 and 2: individual supervision sessions
- 16 September: guided InterVision session with Supervisor: 1.5 hrs.
- Between Module 2 and 3: individual supervision sessions
- Between Module 3 and 4: individual supervision sessions
- Between Module 4 and 5: each participants has 4 supervision hrs to prepare and debrief Team intervention

General:

Tools support

- All alumni get 10% off training and tools purchases
- GELM foundation training – attend for free 22nd Sept / 17th Nov (after M3)
- Plan Team Compass training between modules 2 and 4, but attendees must pay.
- ITI tool – free usage

MODULE I – “Know Thyself” Psychodynamic Foundations and Self as Instrument

Entering into the inner world

Original design
TH design.pptx and Roger slides

Prework

- 3 articles
 - The Clinical Paradigm, 2025 (Chapter 2 “The Path to Ind & Org Transformation”)
 - Leadership Group Coaching in Action, 2005
 - I2I psychodynamic group executive coaching, 2014
- ITI 360 feedback survey
- Personal Artefact for intro

DAY I – Psychodynamic Systemic Foundations

Introduction to the overall programme (30 min) - Els

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| 8:30 | <ul style="list-style-type: none"> • Why did KDVI create this programme? <ul style="list-style-type: none"> • The impact of group/team coaching and the psychodynamic/systemic lens • The Practicum as a learning lab • What is the focus? <ul style="list-style-type: none"> • Outline of different types of coaching (individual, group, team, etc) – ethics of maintaining distinctions of different kinds of interventions • Programme overview <ul style="list-style-type: none"> • Objectives • Learning arc • What you will experience • What is expected of pax, certification requirements (also remind them to find a team by M4) • Faculty introduction |
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Participant introductions (1 hour)

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| 9:00 | <ul style="list-style-type: none"> • Overview of the cohort • Storytelling/narrative • Exercise: Participant and faculty introductions (artefacts exercise). 2 min person |
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Introduction to the content (20 min) - Els

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| 10:00 | <ul style="list-style-type: none"> • <i>Knowledge:</i> Theories, tools, processes/techniques • <i>Approach:</i> Intro to KDVI group/team coaching framework • <i>Skills:</i> Coach stance and ethics • Module I overview + unit of focus: The individual • Day I overview |
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10:20 Break (10 min)

Build the container: Psychological Safety – Edmundson (10 min) – Els

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|-------|---|
| 10:30 | <ul style="list-style-type: none"> • Definition and purpose in group/team • Psychological safety, contracting, confidentiality, participation, and boundaries. Link safety to depth of exploration/learning/development |
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**Why this matters: This gives learners the experience of containment.*

Exercise: Contracting on code of conduct (20 min)

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|-------|---|
| 10:40 | <ul style="list-style-type: none"> • Purpose → Why we are here • Participation → Everyone contributes and engages • Confidentiality → What’s shared stays in the group |
|-------|---|

- Ways of working → Listen, respect, no interruptions
- Speaking up → Permission to be open and challenge
- Boundaries → Time, focus, and roles are clear

INTRODUCE THE LENS

The Clinical Paradigm / Night Vision – Kets de Vries (10 min) – Roger (& Els)

11:00

- Key premises of Clinical Paradigm
- Dual systems-psychodynamic lens

**Why it matters: Learners first need to know how psychodynamic coaches look and listen. The clinical paradigm is a way of seeing, listening, and making meaning that fundamentally transforms what a coach notices, asks, and does.*

The Unconscious - Freud (10 min) – Roger (& Els)

11:10

- It drives behaviour outside awareness (hidden feelings, fears, past experiences), particularly when under pressure.
- It is emotional not rational.
- It is relational and projective.
- It creates repeating patterns. It resists change.
- It can be worked with but not controlled.

**Why it matters: Unconscious theory is the entire foundation upon which psychodynamic group coaching rests, without it, the coach is limited to the surface of what groups consciously present, and remains blind to the invisible forces of repression, projection, repetition, and collective fantasy that are, in truth, doing most of the work of determining what the group can achieve, what it must avoid, and whether genuine transformation is possible at all.*

MAPPING THE INNER SYSTEM

Inner Theatre – McDougall / Kets de Vries (20 mins) – Roger (& Els)

11:20

- We carry an internal cast of characters
- Early experiences shape enduring scripts (integrate Attachment theory)
- Current situations trigger old roles
- We unconsciously recreate familiar patterns
- Defences protect the inner theatre

**Why it matters: The inner theatre explains why intelligent, capable people repeat self-limiting patterns despite knowing better. In group coaching, each member's inner theatre is simultaneously activated and projected onto the group itself, making the group a living stage where unconscious relational patterns can be witnessed, named, and transformed in real time, with a power and depth that individual coaching alone cannot replicate. Knowing your script is not enough. New relational experiences (including what can be experienced in coaching) are what create new neural and emotional pathways.*

MAPPING THE INNER SYSTEM

Defence Mechanisms – Freud / Vaillant (20 min) – Els & Roger

11:40

Defences are normal (not pathology). They protect us from anxiety. They distort reality, relationships, or feelings. They show up most under pressure. In coaching or group work, the ones you tend to see most often are: **denial, projection, rationalization, intellectualization, displacement, and splitting.**

**Why it matters: Understanding defenses helps a coach see what the behavior is protecting and what anxiety is in the room. Defenses shape how people interpret others, take feedback, handle authority, and respond to conflict. For example, someone who intellectualizes may sound thoughtful but feel emotionally absent; someone using projection may experience others as hostile when the hostility is partly their own; someone using splitting may divide the room into heroes and villains.*

12:00

Lunch (1 hour)

13:00	Exercise: Immunity to Change (1.5 hour) – Els Introduce Immunity to Change (10 min) • Personal exercise (20 min) • Pair or trio feedback (30 min) • Plenary (15 min)
HOW THESE PATTERNS GET ENACTED WITH OTHERS	
14:30	Transference, countertransference, projection (15 min) - Els Transference, countertransference, projection, and projective identification should sit are the bridges from “my inner world” to “what happens between us in a group.” ★Why it matters: Transference, countertransference, and projection matter because they reveal the hidden emotional forces shaping the group, helping the coach understand what is being enacted beneath the task and intervene with more clarity, containment, and depth. Because these psychological processes often play out in sessions, it is important for the coach to be attuned to his or own emotions and responses, which transitions into the next teaching item.
14:45	Break (15 min)
ROLE OF THE COACH	
15:00	Self as Instrument (15 min) - Els The coach’s self is the main sensing and meaning-making instrument for unconscious dynamics, and transference, countertransference, and projection are the signals that instrument helps detect. awareness + reflection + embodiment + regulation + presence + boundaries + development • Goal of group coaching: better self-awareness to identify personal goals as a coach • Using your whole being, body, mind, and presence, as the primary tool in the work to detect, understand and navigate unconscious dynamics • Negative capability: stay in contact with ambiguity, resistance, anxiety, and opposition without rushing to fix or avoid them. ★Why it matters: In psychodynamic group coaching, the coach's self is not a neutral facilitating presence but the most sensitive instrument available for detecting what the group cannot yet say, the unconscious anxieties, shared defences, and relational dynamics that live in the field between people, and that only become visible when a sufficiently attuned, self-aware coach allows them to register, and resonate, within their own inner world.
DEVELOPING SELF AWARENESS	
15:15	Johari Window (5 min) - Els • 360 feedback helps expand your “Open Area” (what is known to self <i>and</i> others). Reduces the Blind Spot, increasing self-awareness and effectiveness 360-degree feedback (5 min) - Els • Development, not evaluation. Increases self-awareness and effectiveness • Input from multiple perspectives. Not a single “truth,” but a set of perceptions • Feedback reflects how others experience you. Look for consistent themes • Emotional reactions are normal, surprise, defensiveness, validation. Encourage curiosity over judgement ★Why it matters: In psychodynamic group coaching, 360 feedback provides the concrete, multi-perspectival mirror that makes blind Spots — the unconscious patterns, shared defences, and relational dynamics that the group enacts without awareness — visible, nameable, and for the first time, genuinely available for transformation.
15:25	Preparation for tomorrow: Intro to Inner Theatre Inventory and Self-Portrait (15 min) - Els • What it measures • Key report charts – how to read

15:40-16:00 **Closing: Learnings from the day - Els**

Post work

- Self portrait
- Review personal ITI

DAY 2 – Self as instrument

Opening (15 min)

8:30

- Welcome
- Setting agenda for the day
- Participants go into coaching groups

8:45

Group Coaching introductions and contracting (60 min)

9:45

Group coaching sessions with Self Portrait and ITI, with lunch and breaks (5h15min)

- Raise psychodynamic concepts from Day 1
- Combine with insights from 'personal transference, triggers, defences' exercise from Day 1
- Coach models mindset, stance and ethics

Post work

Guided reflection journaling guide for Day 3

1. What happened?
2. What might have been happening beneath the surface?
3. What did I notice in myself?
4. Which psychodynamic concepts help explain it?
5. What did the coach do or fail to do?
6. What ethical boundary or role issues mattered?

My likely pattern in groups

1. My trigger
2. My default defence/role
3. How I relate to authority and belonging
4. What I may evoke in groups
5. What I would need to monitor in myself as a coach

DAY 3 – Conceptualisation and Consolidation

8:30 **Check in and reflections (20 min) ELS**

8:50

Small group exchange of personal learning (30 min)

Self as instrument – How do you show up in a group? (Use guided reflections preparation guide)

- My triggers
- My default defence/role
- How I relate to authority and belonging
- What I may evoke in groups
- What I need to monitor in myself as a coach

9:20

Plenary sharing (1 hr) – Els + Roger

Discussion & mapping

- What does it mean to use self as instrument?

- What self-awareness is required?
- Present the 'Self as Instrument' Framework to fill in any gaps and structure their thinking.

10:20 Break (10 min)

10:30

Small group discussion: Linking Theory to Practice (30 min)

- Applying a Dual lens: What psychodynamic concepts were touched upon in the group session? (Unconscious / Attachment theory / Defence mechanisms / CCRT)
- Coach stance: What did the coach specifically do to help surface psychodynamic information that helped individual and group learning? What ethical boundaries did the coach need to manage?

11:00

Plenary conceptualisation and consolidation (60 min) - Els + Roger

- Discussion & mapping: Coach mindset, practice, ethics.
- Present the Coach stance framework to fill in any gaps and structure their thinking.

12:00-12:30

Personal development plan and closing (30 min) – Els + Roger

- How do I want to develop as a coach through this programme? Why?
- What new behaviours do I want to experiment with?
- What support will I need?

Bridge to M2: “What do these patterns look like when they become shared by a group?”

Follow up

- Supervision: Focus is on PDP, to take place before InterVision
- Peer InterVision: Share and get feedback on PDP (provide process guideline)
- Follow up reading: Combine into one article ([Leadership Coaching and Organizational Transformation & Coaching's Good Hour Tipping point](#))
- Interview peer one between each module – preparing them to do the interviews with team members, focused on listening with the third ear (do a write up and share with interviewee) -